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ABSTRACT

Supervision of instruction and the education of disadvantaged children in rural areas, including parent-school relations, are the subjects discussed in this 1969 document on the schools of Leflore County, Mississippi. The report contains 3 divisions: (1) introductory comments, where the consultant's general reaction to the school situation and to the educational leadership is reflected; (2) improvement of the instructional program for disadvantaged children, where strategies are organized under 3 headings (revision of curriculum; selection, adaption, and development of more appropriate instructional materials; and revision of instructional and organization patterns); and (3) improvement of supervision, where the consultant recommends strategies which deal with both the content and process of supervision. Suggested strategies for parent relations are interspersed throughout the report. Selected references are included to provide further information on recommended changes. This work was prepared under Title III of the Elementary and Secondary Education Act of 1965. [Not available in hard copy due to marginal legibility of original document.] (AN)

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# Supervision of Instruction in Teaching Disadvantaged Children

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# Supervision of Instruction and the Education of Disadvantaged Children, Including Parent-School Relations

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## Purpose and Organizationoof Report

The purpose of this report is to present some of the salient strategies which may be employed to improve the instructional program for the disadvantaged children and to improve the quality of supervision to effect a more relevant educational program for children, youth and adults in Leflore County. The writer subscribes to the philosophy as reflected by the educational leadership of this school system; i.e., that the prupose of the schools is two-fold: (1) To provide those relevant educational experiences which will insure the maximum development of all children and youth enrolled, and (2) To provide parents and other citizens of the community with practical, meaningful experiences which are designed specifically to elevate the quality of living. Hence, this report will also indicate some of the ways in which schools may involve parents not only for the purpose of enhancing the school program but for the purpose of upgrading the general education and welfare of adults.

This report consists of three division: I. Introductory Comments, II. Improvement of the Instructional Program for Disadvantaged Children, and III. Improvement of Supervision. The introductory comments reflect

the consultant's general reaction to the Leflore County School situation and to the educational leadership. In considering the improvement of the instructional program for the disadvantaged the writer recommends selected strategies which may be employed to supplement and reinforce the current program. These are organized under four headings: (1) Revision of curriculum content, (2) Selection, adaptation, and development of more appropriate instructional materials, and (3) Revision of instructional and organizational patterns. To consider the improvement of supervision, the wirter recommends selected strategies which deal with both the content and process; i.e., the "what" and the "how". Attention is directed to those supervisory functions which appear to be of high priority and to some of the ways in which these functions may be implemented effectively. The suggested strategies for parent-school relations are interspersed throughout the report. Finally, the reported includes a list of a few selected references which provide further information on recommended changes.

Strategies recommended for the stated prupose of this report cannot be neatly packaged. Indeed, they are interrelated; and, in the process of implementation, each supports and reinforces the other. All should contribute to staff development which is a primary function of supervision and on which the success of the program depends.

Furthermore, the writer is cognizant of the fact that all strategies recommended cannot be employed immediately. A more logical approach is to envision this as a long-term, carefully-planned program which demands systematic evaluation and revisions as it is implemented. Patience, experimentation, and the acceptance of errors are important elements.

## I. Introductory Comments

This report is based on a two-day visit to Leflore County Schools. The writer had the privilege of talking with the Superintendent and with the members of the central office staff, of visiting briefly five elementary and two senior high schools, and of talking with seven principals, two school nurses, and with some 25 teachers during school visits. In addition, she met with teachers, principals, supervisors, and with the Assistant Superintendent for a pre-arranged meeting at the Educational Services Center. All of these contracts, plus the continuous exchange of ideas with the Director of Title III and With the school-community social workers, while driving to and from school, provided the consultant with a considerable insight into the many perplexing challenges faced by the eductors of Leflore County. Indeed, much progress has been made, and the School System is fortunate to have such dedicated, far-visioned and professional leadership. This consultant was impressed not only with the outstanding progress which has been made withing the past three but with the enthusiasm, attitudes, and open-mindedness reflected by all school personnel contacted.

These factors, plus the sociological and psychological forces operating in response to changes in the agricultural phenomenon and to changes in our society, constitute a challenging basis on which to launch a total, comprehensive school-community program for improving the quality of education for children, youth and adults serve by this school system. The Leflore County School System has unusual potentials

for becoming the demonstration laboratory for educational innovations in the State of Mississippi; yes, and in the South, as it develops and inaugurates new strategies for solving the complex educational, social, and economic problems which are comparable to many other rural areas in the South.

More importantly, it must be noted that changes in this System which have already occurred have been exceedingly rapid. All indications are that Leflore County Schools are headed toward an acceptable educational program adapted to the needs of <u>all</u> learners. Unless they are crowded by extraneous circumstances into preciptious and untimely action, they will accomplish the desirable goals which they have envisioned and which their best advisors have envisioned for them.

## II. Improvement of the Instructional Program for Disadbantaged Children

As new strategies for improving the instructional program for disadvantaged children are developed, the following factors should be kept in mind:

1. The school represents a completely alien culture for disadvantaged children.
2. They and their parents are threatened by tho school with its emphasis on democratic procedures and on long-term goals which are likely to lie beyond the scope of their experiences.
3. The most perplexing problem faced by the disadvantaged Negro child is to find his identity. Subsconsciously, the child is searching for self, but he is likely to give the impression of "not caring" while his behavior points to the fact that he seeks answers to such questions as: Who am I? Am I really different? Will I always be like this? Is it wrong to be like this?
4. Even though disadvantaged children come from a different culture, their culture may be very rich with elements that are extremely beneficial in teaching them. Disadvantaged children growing up in rural Leflore County have had experiences which are close to nature and which hold meaning for them.
5. Research suggests that young children, particularly the disadvantaged, need many direct experiences and many reinforcements and extensions of experiences before they are able to deal with symbols and abstractions.

Older children, also, need extensions and reinforcements of experiences which bring them into direct contact with people and places beyond their immediate environs.

6. If school experiences are relevant for disadvantaged children, they must give direction toward improving their lives now as well as opening vistas to them for an alternative way of life.
7. For new strategies to be meaningful to and accepted by school personnel, administrators, supervisors, teachers and other personnel must be involved in the planning process for such startegies.
8. The primary need of every disadvantaged child is to feel that he is accepted, that he is needed and wanted, and that he can make important contributions to the living and learning experiences at school and in his community. Thus, the daily challenge to school personnol is to provide those experiences which will meet this need, which will help to enhance the child's self-image and dispel his feeling of insecurity. This is a continuous process process through which all experiences prowided by the school may be correlated.
9. The traditional school practices prevalent in American schools of requiring a certain body of knowledge to be mastered during a given time, of reporting grades to parents which compare one child to another rather than indicating the the progress of the individual child as compared with his past behavior and performance, and of separating a child from his peer group for remedial instruction when such separation categorizes him as being "different" or stupid should be eliminated as readily as possible.

10. The 1967 survey of living conditions and of experiences in deprived homes which was made by teachers in Leflore County was an important approach to gain a deeper understanding of the disadbantaged and of their special needs. Findings offer innumerable implications for the modification of curriculum content, of instructional materials, and of instructional and organizational patterns in order to meet the individual needs of the learners.

Accordingly, based on the above factors the following strategies are recommended.

1. Revision of Curriculum Content -

First, these children need knowledges, understandings of, and appreciations for Negro history, culture, and of the contributions made by Negroes. The study of American history may become an exciting adventure, particularly for the disadvantaged Negro learner, as he begins to learn about himself, about his culture, and about its contributions to this great country called America. At secondary level, the study of Negro history should also include a study of the African culture before Negroes were brought to America.

Since the usual textbooks do not include such information, it will be necessary to develop a guide to help teachers become more familiar with the many important aspects of Negro life and to devise ways of incorporating this information with classroom instruction. This guide also should contain critical references both for teachers and children. (Selected References, items No, 15, 16, 17, 18, 18, and 24).

As children become involved in this study, they should be encouraged to take papers, booklets, pictures, books, and the like home to show and read to their parents. The teacher may write a brief, informal note to the parents, even on paper margins, inviting them to take the time to lood at or read the child's work.

This successful procedure not only establishes better school-parent relations but encourages parents to read many of their children's books and to request other books from the school library.

Community groups, such as those envisioned by the two home visitors, may be motivated to learn more about their historical background. The group leaders may use the same guide as that used in school for this endeavor.

Important to disadvantaged children is daily health instruction based on practical needs. The usual textbooks do not provide information commensurate to experiences at home. A curriculum guide for teachers is necessary. Attention should be directed to those simple, practical daily health habits which shcools generally take for granted that children practice and understand. To illustrate: In the study of food and nutrition, instruction needs to be modified to consider those inexpensive and nutritious foods which are available to these children. They need to learn how to prepare and preserve these foods in homes without refirgeration. At school arrangements may be made for these children to practive those important daily health habits, and instruction reinforced continually so that children develop basic concepts, understandings, and appreciations for healthful living at school and at home. All activities should be supervised and may include, among others, such practices as washing hands, brushing teeth, taking showers, noting and adjusting classroom temperatures and ventilation, sitting, standing, and walking properly to maintain good physical posture, cleaning and polishing of shoes, shampooing and styling of hair, etcetera. In summary, health must be conceived not as a subject to be taught but as a way of life

including social, mental, and physical concepts which are an integral part of all the learner's experiences boty in and out of school.

Community parent groups also may become involved in improving personal health and general healthful living patterns as group leaders use the school curriculum guide. Groups of children with teachers may visit these community groups and demonstrate, dranatize, and/or present facts learned using specially prepared materials as films, slides, transparencies, etcetera.

The writer recommends that the reading curriculum be revised to include, at least as supplementary reading, the actual background and current experiences of these children. This consultant endorses the language-experience approach, especially for younger children. Guide suggesting various ways in which experience reading may be used to supplement and reinforce the basal reading developmental series should be developed. Attention should be directed to those interesting experiences, for younger children in particular, which every school could provide very easily. To illustrate: Classroom centers of interest in which children have opportunity to explore, manipulate, and learn independently; arrangement of instructional materials and supplies so that they may be used independently by children; live pets and growing plants for which children care an conduct experiments; various visits to other rooms and to school campus, and trips to nearby places of interest; and various activities which necessitate physical movement. Experience reading may be drawn from all of these kinds of experiences as well as from many others. Individual booklets and large classroom books may be compiled from the various types of experience records of children. (Selected References,

Nos. 11 and 23). Parents may be invited to read children's individual booklets.

The consultant recommends that curriculum be revised so that many practical kinds of experiences may be provided these children. For lack of a better name the writer refers to this phase of curriculum content as Practical Arts. Practical Arts includes instruction in such skills as child care, preparation of foods, making and alteration of clothing, home nursing, building and repair of furniture, wood-finishing, and other practical experiences of a pre-vocational nature. The Arts and Crafts Program recently inagurated for elementary children is an excellent start in this direction. Also, it is recommended that this program be incorporated with a more comprehensive program which includes other practical arts instruction. (Selected References, itmes No. 6, 11, and 12).

It is obvious that parents, too, need these same kinds of practical experiences. Probably they could become involved through community clubs or through adult education evening classes.

Consideration should be given to provision of experiences for disadvantaged childfen through which they will develop basic economic concepts. In particular, they and their parents need practical experiences in the budgeting and wise use of their earnings as well as in consumer education. Several public school systems throughout the United States have recently developed economic education programs as an integral phase of their social studies program or as a separate entity at the high school level. Recent experimentation research indicate the need for such curriculum revisions. Herein lies an exciting potential or innovative experimentation in Leflore County. Focusing on the special needs of dis

disadvantaged children and parents, experimental programs in economic education might include such experiences as the following.

a. The selection and buying of needed commodities - clothing, food, household supplies, furnishing, and personal items

b. Developing and using a weekly, monthly, perhaps yearly budget for a family of four, six, eight, ten, or even more - Under supervision the evaluation of the budget by both parents and children and revisions made.

c. Setting up and operating a store at which children sell such items as fruit, school supplies, and other miscellaneous items and keep all records of profits and loses.

d. In cooperation with local businesses, operating on a part-time basis a service station, a dry-cleaning business, a bakery, etcetera.

e. High school students might set up and operate a school bank or a stock company.

f. The operation of an experimental small form growing soy beans, cotton, and other crops through the use of some of the agricultural land currently owned and operated by the county school board.

g. Experimentation with the raising of stock - cows, hogs, horses, and the like - and the comparison of different breed of the stock

As indicated above, these experiments range from simple practical projects for younger elementary children to managerial type of projects for later high school years. Parents should be involved in such endeavors. Indeed, they would involve community people in various ways, particularly for technical and professional advise from the business and agricultural enterprises and for employment of supplementary labor. The extent to which various school disciplines may be correlated with such experimental projects may not be envisioned until implementation. Indeed, they would involve the total school-community resources.

Early in life, disadvantaged children need experiences which will help them become familiar with the world of work and in different ways in which people may earn a living. Since impoverished children are likely to have negative attitudes toward work, these kinds of experiences become increasingly more important. They need direct experiences which c cause them to consider and to investigate different professions, vocations, and service positions. The various trips mentioned in this report may also be used for this purpose. Visits to such places as the health department, the welfare department, agricultural extension service office, police department, highway patrol office, various local government offices, public library, banks, businesses, Educational Services Center, restaurants, fish hatchery, cotton gins, and the like, will give them direct contact with employed people who earn a living in a different way from that of most of their parents. Through carefully-preplanned questions, children may learn about work responsibilities of different people, the education and/or training necessary to hold such a position, and something of the advantages and disadvantages involved in terms of working hours, social services, etcetera. Artists, musicians, ministers, attorneys, doctors, and other professional people should also be visited for this purpose. In turn, people visited may be invited to schools at which time they may meet with larger groups of students and provide further information about their work. In addition to these direct experiences, instruction may include a study of the many new opportunities for employment today, particularly those related to technological advancements in science and in industrial enterprises. It is recommended that resource units or guides by developed so that schools may inaugurate this program.

Parents also may be involved with this program as they are called upon to serve as "helpers" accompanying studetns on theseetrips and as they come to schools to hear people discuss their employment. (The writer is aware of the fact that preceeding projects in economic education with appropriate modifications at points may also provide these experiences.

Lastly, the consultant recommends that the social studies curriculum be revised to include Parent Education and Family Life Education, including, Sex Education. A curriculum guide presenting suggested content, basic concepts to be developed, activities, references for children, teachers, and parents is necessary. This guide should be based on needs as already identified and all children should participate.

Finally, the above recommended curriculum revisions in order to provide special strategies to improve the instructional program for disadvantaged children, which this consultant strongly endorses, will necessitate the following endeavors:

(1) Development of guidelines as indicated. Such guidelines should be non-graded; instead, they should be organized by levels, i. e., K - 3, 4 - 6, 7 - 9, 10 - 12. This arrangement will provide more nearly for continuous learning experiences.

(2) The organization of many small community groups of parents which may become involved in similar learning experiencesas those provided by the schools. With minor adaptations, the same guides may be used for parents.

(3) The provision of an unusual amount of transportation in order to take students on trips, to bring parents to schools frequently to share with youngsters and to observe these special programs, and to transport parents to evening adult education classes. Through an adult education program, such classes may be organized around each of the strategies recommended; in fact, they are recommended.

(4) The fuller and wider use of facilities and of audio-visual equipment

at the Educational Services Center for developing films, slides, transparencies, etcetera which capitalize on the actual experiences of the learnerssas they are involved in the various learning activities.

2. Selection, Adaptation, and Development of More Appropriate Instructional Materials -

The schools of Leflore County are fortunate in that this System is in the process of establishing an attractive, well-organized, professionally-staffed media center in each school which is served by a central processing unit. The provision of those instructional materials which are most appropriate for disadvantaged students, however, will continue to be a challenging process. Despite the recent national focus on materials for the disadvantaged, appropriate materials which are available are still limited to a great extent. There is need for much easy reading material which is geared more nearly to the actual experiences and interests of these children. The unual textbooks, library titles, and other printed materials are likely to be frustrating to the disadvantaged learner and to reinforce his feelings of inadequacy and insecurity. The vocabulary load often is too heavy for him since his limited experiences do not afford him proper background to interpret meanings. The grammatical construction is different from his own language pattern and the content presented is likely to be outside the range of his life experiences. Thus, the selection, adaptation, and development of instructional materials appropriate for the disadvantaged learner are pressing problems to which increasingly more attention should be directed.

Before available materials can be evaluated in terms of their appropriateness for disadvantaged students, school personnel should seek to know these children - their home background, their cultural pattern of living, their language patterns, their experiences and their

interests. The 1967 survey, noted above, provides some very important information, but continuous study is necessary. Hence, it is recommended that school personnel direct organized attention to this important challenge; that is, the challenge of learning continuously more about each child and the challenge of providing more appropriate instructional materials for him on order to meet his special and unique individual needs.

When administered to disadvantaged learners, the regular standardized tests are likely to yield invalid results. This is particularly true of readiness tests for younger children unless they have been prepared specifically for disadvantaged children. Carefully-planned teacher-made tests based on instructional objectives are likely to yield more valid results than are the dommercial achievement tests, unless such tests have been pretested on an adequate sampling of subjects who are comparable to the disadvantaged learners in Leflore County. Such is not always the case. The area of testing is beyond the scope of responsibility for this consultant; however, she recommends that those responsible for administering the county's testing program seek out the best professional advice available.

The special needs and "learning gaps" of disadvantaged children need to be diagnosed continuously. The classroom teacher may prepare special materials, probably a series of diagnostic exercises, for this purpose. These materials not only should be based on instructional objectives but they should draw upon the unique experiences with which disadvantaged children are familiar. Such diagnostic exercises are particularly effective for the migrant child who enters school late and leaves early. It is recommended that a series of diagnostic exercises be developed in sequential levels of difficulty and tested for effectiveness. These diagnostic

exercises may pertain, especially, to the instructional areas of language arts, including reading, spelling, writing, and general communication skills, and of arithmetic. (Selected References, No.11)

To provide the kinds of experiences as recommended in the preceding section, careful selection of appropriate materials and the adaptation and development of other materials will be necessary. All children, regardless of ethnic background, need books and other instructional materials which present information about Negroes. The disadvantaged Negro child, in particular, needs various types of instructional materials which will enhance his self-concept. Parents also may be involved as they are encouraged to read materials brought home by children and as paperback books, and others, too, if possible, are given to youngsters. (Selected References, Nos. 15, 16, 17, 18, and 19) As guides are developed, listings of the most appropriate materials should be included.

Many other learning resources are available and should be utilized to a greater extent. Briefly, they are discussed under three categories as follows:

1. Natural environmental resources. The rural disadvantaged children have had direct contact with their natural environment, yet, they are not likely to have desirable knowledges of and appreciations for the resources. To illustrate: They "know about" the soil which produces soy beans and cotton; yet, they are not likely to know the soil elements which are necessary for the growth of these crops, neither do they know the improtance of the crops to the economy of the county. They know about trees, streams, rocks, birds, small animals, perhaps frogs, turtles, various insects, etc.; yet they are

not likely to have basic facts about the aesthetic appreciations for such natural resources. To capitalize on the background experiences of rural disadvantaged children in teaching them, it is important to select those natural environmental resources with whcich they have had direct experiences and in which they may indicate some interest. Indeed, when children are encouraged to talk about these experiences, draw pictures, dramatize, bring samples of natural materials and live specimens to school, and indicate their own stories and records, they not only develop a readiness for reading but school becomes alive with exciting, meaningful experiences for these children. For all children, the use of natural environmental resources become increasingly more important for the development of desirable concepts, knowledges and appreciations at each succeeding level.

2. Institutional Resources. There are many kinds of institutions in the county and State which are important learning resources for these children. To name a few: the bank, the post office, the airport, the public library, the community playhouse, offices of the county government, the police department, the Educational Services Center, etc.

3. Human Resources. People are learning resources, many of whom have been mentioned in preceding section. Parents, too, may become involved in school activities when used as learning resources. Every partent has had some kind of interesting experience or knows how to do something well about which she ( or he) can tell students. It may be "how to make good chicken dumplings" or "how to operate a cotton gin." Regardless of the seemingly simplitity of the task, it is important to have them share their experiences at appropriate points with learners if schools expect to develop better parent-relations, particularly with those who are disadvantaged.

There are unlimited possibilities for the development of special instructional materials for these children. With the special facilities and

equipment at the Educational Services Center, teachers may duplicate copies of specially prepared materials and make transparencies, slides, and perhaps films. Most importantly, these materials may be accounts, records, poems, stories, pictures, etc. of the actual experiences of children as they are involved in meaningful, exciting activities. Individual books of such materials may be compiled for the child to take home to parents. Or parents may be brought to the school to view displays, films, slides, etc., which have been developed by the learners under supervision of school personnel. Parents may be encouraged to volunteer to assist school personnel with the compilation and processing of these materials. It is recommended that arrangements be made whereby teachers may have the time to develop instructional materials under supervision of one or more of the supervisory staff.

3. Revision of Instructional and School Organizational Patterns-

In order to provide the kinds of learning experiences ad recommended in the section, "Revision of Curriculum Content," and to meet more nearly the individual needs of the learners, it is necessary that schools continue to give careful consideration to more effective ways of working with youngsters both in the classroom and in the total school.

Of first priority, it seems that teachers need continuous help on classroom organization; i.e., how to organize instructional groups and the classroom environment ao that children receive a higher quality of instruction and have opportunity for learning independently as they explore, manipulate materials, conduct experiments, and carry on various tasks either alone or in small groups. Young children need to be involved in purposeful activities which do not call for paper and pencil tasks. The writer strongly recommends that the supervisory staff not only continue to help teachers explore more effective ways of working with children in the classroom but that they concentrate on this endeavor.

The writer strongly endorsed individualized reading programs. An individualized reading program does not follow the traditional plan set up in the basal reading series. Instead, it is an instructional method devised to meet individual differences of learners and its major feature is that children select their own reading materials. Other features are: 1) It allows children to read at their own rate and on their own level of performance without any feelings of embarrassment, 2) It permits teachers to work almost entirely with individuals, and 3) It does away with groups based upon ability; instead, temporary small groups are organized for a single and specific teaching prupose. Furthermore, a teacher in using this instructional method, may incorporate the individual interests of the learner with his unique experiences which adds to its effectiveness for teaching disadvantaged children. Hence, it is recommended that consideration be given to the inauguration of individulized reading programs. Probably a logical approach is to select a few teachers who have been most successful in teaching reading and who are willing to experiment with a different instructional pattern and use their classrooms for demonstrating the method to other teachers.

Another instructional pattern to which consideration may be given is what is commonly referred to as the "pair-system" or the "buddy-buddy" approach. Under the supervision of the teacher, one child selects another child with whom he will work for at least a part of the day for a period of some three or four weeks. The secret of this method is that one child teaches another; or, as in the most desirable situation, each child learns from the other as they work together. This pattern is not a new one to

many teachers who have had experiences teaching in one-room rural schools; but, recently it has been reactivated as an innovation in instructional patterns. The writer endorses the pair-system of instruction, particularly in classrooms where a disadvantaged child works with a less disadvantaged child. Too, it seems to be an effective procedure to employ when newcomers arrive late to a classroom.

The need to revise school organizational patterns is obvious if schools provide those kinds of experiences recommended in the section, "Revision of Curriculum Content." Most of these experiences call for the cooperative efforts of all school staff and for continuous sequential learning activities of children from K - 12. Furthermore, all teachers have their special competencies and it is the responsibility of the school, with the consent of the teacher, to utilize such special competencies in ways to effect the most children. At the same time, most teachers are less competent in some areas, but each can complement and supplement the other in some special way. All of these factors point up the need to give serious consideration to three organizational patterns; i.e., to the non-graded continuous learning pattern, particularly at the elementary level initially; to flexible scheduling (high school); and to team teaching (K - 12). If decisions are made to inaugurate one or all three of these organizational patterns, careful planning must precede the inauguration of each. The community, particularly the parents, should be apprised early of considered changes and they should share in much of the planning process.

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III. Improvement of Supervision

To deal more effectively with the educational challenges in Leflore County, this consultant strongly recommends general supervision, i.e., educational leadership that is increasingly more concerned with all the factors in the school, home, and community that effect the growth and development of children, youth, and adults served by the school system. It ssems imperative that:

1. Supervision be conceived as a facilitating process in which all school personnel, and parents at appropriate points, are involved in cooperative endeavors to improve the quality of learning and living of the children, youth, and parents;
2. Continuous attention be directed to insure that supervision is a more cooperative, democratic, creative, and experimental process;
3. Supervision be directed toward the attainment of the goals and objectives of the educational system.

Accordingly, it is recommended that a Director of Instruction (or a General Educational Coordinator) be employed immediately. Freed of administrative duties, this person should be responsible for coordinating all leadership functions. It is also recommended that the subject area supervisors function as general supervisors, each contributing at appropriate points according to his special expertise in his subject area as it relates directly to the educational objectives. Furthermore, the writer recommends that school principals function as supervising principals as receive the necessary inservice training which will enable them to function more effectively in this role. As soon as possible, the Board of Education should provide more clerical

and administrative assistance for principals so that they may be relieved of such routine details.

It seems to this consultant that priority should be given to the following kinds of supervisory functions:

1. The development of educational goals and objectives for Leflore County Schools and for the learners;
2. The improvement of instructional techniques;
3. The revision of curriculum content to insure the provision of those educational experiences necessary for attainment of objectives;
4. The evaluation, selection, modification, and development of more appropriate instructional materials;
5. The involvement of parents for the purposed of-
    a. Providing relevant experiences for them, and
    b. Enhancing the school program;
6. The planning and conduct of experimental programs and of research;
7. Provision of continuous experiences for staff development and
8. Continuous leadership to such innovations or changes agreed upon as a result of this planning project.

The important first function for which the supervisory staff may take the leadership is the establishment of over-all educational goals for the county school system. The County Board of Education, with assistance from the Superintendent and from other members of his leadership staff, amy develop these goals; at least, the County Board and the Superintendent should endorse them. After the adoption of such goals, the supervisory staff assumes the leadership for translating these

goals into more precise educational objectives which will give direction to the selection of educational experiences for the learners. In the development of these goals and objectives, it seems that the focus should be: "What kinds of human beings do we want to produce?" rather than " What knowledge is of most worth?"

To carry out these leadership functions more effectively, the writer recommends that the supervisory staff, under the leadership of the General Educational Coordinator, spend much time in planning and in developing a common conceptualization on such matters as the following:

1. The disadvantaged of Leflore County-

   What do we really know about the children and their parents? What are the facts as revealed by the 1967 survey? How can we best learn more? What do we need to know? Can we not make home visits? How do we make effective home visits? How do we identify the <u>real</u> concerns of the parents? What can we learn from observing parents and children at home? At work? At church? At other places? Can we not ride the school bus occasionally for the purpose of talking with the children and of observing home conditions?

2. The educational objectives and further implications for problem-oriented learning experiences based on new insights-

   As educational leaders should we not continuously study children and seek to gain deeper insights into their needs and strengths? How may we help teachers to capitalize on these strengths? (Yes, science-related experiences are likely to

be a natural potential.) Do we assist schools in providing various kinds of first-hand problem-oriented experiences which relate specifically to the attainment of the educational objectives? Are we helping teachers to use these meaningful learning experiences as a basis for teaching skill subjects? Are we helping teachers to use textbooks as tools rather than as the curriculum? Am I helping teachers identify evidences that children are learning? Etcetera.

3. Redefinning supervision-

What is our point of view about supervision? What are the principles to which we subscribe in our operation? How may we work more effectively as a team? Should we not develop our strategies for cooperative ways of working? Do we not need many task forces or committees charges with specific responsibilities? Who best on our staff can assume the leadership for each of these committees? Can we have at least one representative from each school on each committee? Will it not be mote effective if the school representative apprise his faculty of the committee's work and involve other faculty members in the task? Can we not arrange for the supervisory leader to be present at appropriate points in order to support the teacher committee members?

4. The learning process-

How do children learn best? How do disadvantage children learn best? What does research offer? Can we not disseminate this information to all school personnel? But, should we not involve them in this process of finding out? Will a news-letter help?

5. The teaching process-

What do we know about teaching that is effective? Does not the classroom environment effect teaching and learning? Can we demonstrate different classroom environments that more nearly approximate learning laboratories for children? Etcetera

6. Classroom visitations-

How do we make our visits more helpful to the teacher? Should we not preplan the visit with the teacher? Should we not arrnage a follow-up conference with the teacher? Do we accept each concern as expressed by the teacher as an important concern to us also? Do we begin on the problem as identified by the teacher? Etcetera

The above topics and questions indicate a few ways in which the leadership functions may be implemented effectively. Most importantly is the involvement of school personnel in all endeavors. In turn, each experience will contribute to staff development. ( Selected references, Item nos. 1.4.5.6.7.11.12.13. and many others).